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ABSTRACT

A program for improving study habits and study skills of middle school students was developed. Students were selected to participate in the remedial study skills/study habits program if they were receiving grades below D in two or more academic subjects and if they evidenced average reading development or achievement. The students were tutored by the remedial reading specialist in groups of no more than 10 students for one 45-minute program session per week over an eight-month period. Topics covered in the sessions included keeping a notebook and assignment book, making and using a schedule for study at home, outlining and taking notes on reading material from the content areas, taking notes in class, the SQ3R study method, reference skills, and research reports. Evaluation of the project will be made by comparing the improvement of the students' content area grades wtih the grades of students who would have been selected if the program had existed the year before. (MKM)

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REMEDIAL STUDY SKILLS / STUDY HABITS PROGRAM

Lunenburg, MA Middle School

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INTRODUCTION

The need to provide to some students at the Middle School in Lunenburg, Massachusetts, remedial assistance in developing study skills and improved study habits became evident through informal communication as well as through formal needs assessment. Lunenburg is fortunate in being able to provide each of its schools with a "resident reading specialist", part of who's job is to be informed of each individual child's progress in both developmental reading and content area reading ability. This is done through systematic examination of testing data and content area achievement. It was during an analysis of standardized test data (Stanford Achievement, Spring 1978) and comparisons of this information with individual pupil performance as shown on report cards, that a group of students was identified by the reading specialist as having reading ability which should permit satisfactory performance in academic areas, but who, nonetheless, were failing in these areas.

Further formal assessment of the needs of these students included a review of all data in cumulative files and individual reading records. Then, informal discussions with content area and reading teachers were held to attempt to identify problems and needs evidenced by these children.

At the close of school in June, 1978 no change in the developmental curriculum or in the remedial program had been planned, and measures to deal with the needs of the students in question had not been persued. No program existed which met these needs. The following is a description of a program in study habits and skills developed during the summer of 1978 and implemented in the fall for the 1978-1979 school year.

OBJECTIVES

The following list of problems mentioned by teachers as contributing to the academic failure of some or all of the students assessed as "able to succeed, but failing" was discussed in a meeting held with the Middle School guidance counselor.

1) Inability to listen and concentrate in class
2) Incomplete homework assignments
3) Inability to outline reading material and to take notes in class
4) Disorganized notebook; no assignment book
5) Lack of knowledge of methods appropriate for reading and studying content area materials
6) Lack of knowledge of sound methods of doing research reports and projects
7) Inability to use reference materials adequately

These problems were restated as needs from which program goals and objectives were established:

Needs:

1) Skills and habits required to complete independent assignments
2) Ability to outline content area reading material
3) Ability totake notes from lecture and class discussion
4) Knowledge of sound methods of approaching study of content area materials
5) Knowledge of sound methods of approaching research reports and projects
6) Ability to use a variety of references

Statements of program objectives:

1) Students will develop the habit of keeping an up-to-date assignment book and a notebook organized by subject and date.
2) Students and their parents will establish a schedule for study at home which allows adequate time for completion of assignments and satisfactory learning of content area information and concepts.

3) Students will be able to outline main ideas and supporting details in reading materials from the content areas.
4) Students will be able to determine main ideas and use outline form when taking notes while listening in class to teacher lectures and group discussions.
5) Students will be able to apply the SQ3R method to reading and studying content area textbooks and materials.
6) Students will be able to adequately use these references:
___dictionary ___encyclopedia ___index ___table of contents
___glossary ___card catalog ___atlas
7) Students will learn and use appropriate steps in preparing research reports and projects.
8) Students content area grades on report cards will improve to the satisfactory level in all subjects.
9) Students will maintain a satisfactory level of academic performance in subsequent years of schooling in the Lunenburg public system.

SELECTION OF PARTICIPANTS

Students participate in the Remedial Study Skills / Study Habits program if they are receiving below D grades in 2 or more academic subjects and have evidenced average reading development, the two most recent scores on the Stanford Achievement Test each being not more than 1 year below grade level, and the highest basal reader level successfully completed being the grade level reader. Steps in selection of participants by the Reading Specialist are:

1) review of last marking period grades for all students in grades 6, 7, and 8
2) Compilation of a listing of students whose academic grades do not meet the criteria given above.
3) Check of cumulative records for the two most recent standardized test scores in Reading and the developmental reading level attained by each of the students listed in step 2.
4) Select for the program those students from the list in step 2 who

have average reading ability as described above.

5) Seek recommendations from teachers of other students who may be "borderline" or "likely to fail" without intervention during the 1979-1980 school year.
6) Secure written pernission from parent(s) for each child to participate in the program.
7) Distribute to each content area and reading teacher a list of all students at his/her grade level who have been selected for the program.

IMPLEMENTATION OF THE PROGRAM

Organization of the Schedule

The program is conducted by the reading department, directed by the Middle School Reading Specialist. Students are tutored by the Remedial Reading Specialist according to a schedule set up to allow groups of not more than 10 students. Students participate in one program session per week for a 45 minute period (originally scheduled for each child as a study hall period - no student is taken out of an academic class). The program runs for 8 months, October, to May, . Students are added to and dropped from the program as academic performance indicates and as objectives are met by individuals. The approximate number of students who will participate in the program is 60, 20 at each grade level, per year (Total school population is approximately 450).

Teacher Training

The program is conducted by a remedial reading specialist who needs no training in techniques developing content area reading and study skills. The Middle School Reading Specialist oriented the Remedial Specialist to the new program objectives, selection procedures, materials, and procedures for record-keeping and evaluation of pupil progress during a one period orientation session prior to implementation of the program. Preparation of step-by-step lesson plans incorporating the programs objectives

and materials is the responsibility of the Remedial Specialist, with the help of the Reading Specialist.

Evaluation of the program is the responsibility of the Reading Specialist.

PROGRAM MATERIALS

See attached chart and forms.

Alphabetical-by-publisher listing of materials :

1)Curriculum Associates — Learning Center - Intermediate Level
Components: Organization skills
30 Lessons in Outlining
Outline Building
The Outlining Kit
30 Lessons in Note-Taking
Writing Research Reports
The Capsule Report
The Specialty Report

2)Learnco — Using the Encyclopedia

3)Modern Curriculum Press — Reference Tools and Study Skills(Masters)

4)Scholastic Publishers — Scope Visuals-Reference Skills(Masters and transparencies)

5)Science Research Associates — Learn How to Study (Kelner)

6)Winston Press — Power Reading System
Components: Lesson plans for teaching skills
Masters - practice exercises
Student assessments

CORRELATION OF MATERIALS AND OBJECTIVES / TOPICS

Topic	Materials	Type of Activity
Keeping a Notebook and an Assignment Book	Learn How to Study - Chapter 1 "How people Learn to Study" Chapter 2 "Study Habits Checklist"	Workbook exercises Arranging materials
Making a Schedule for Study at Home	Learn How to Study - Chapter 3 "Making a Schedule for Study" Chapter 4 "Arranging a Place for Study"	Workbook exercises Arranging home study area
Outlining Textbooks and Other Reading Materials	Learn How to Study - Chapter 6 "Reading for Facts" Chapter 9 "Making an Outline"	Workbook exercises
	Learning Center - - 30 Lessons in Outlining Outline Building The Outlining Kit	Workbook exercises Game Task cards
	Power Reading - Lesson 40 "Main Idea" Lesson 67 "Outlining"	Teacher lesson plan for instruction, worksheets, assessments
Taking Notes	Learn How to Study - Chapter 5 "How to Listen in Class" Chapter 10 "Taking Notes in Class"	Workbook exercises
	Learning Center - 30 Lessons in Note-Taking	Workbook exercises
SQ3R Study Method	The Complete Reading Supervisor (Burg, Kaufman, Korngold, Kovner) page 95	SQ3R Study Guides duplicated for Students

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Reference Skills	Learn How to Study - Chapter 7 "Using the Dictionary" Chapter 8 "Using the Library" Using the Encyclopedia Reference Tools and Study Skills Reference Skills Power Reading - Lesson54 "Alphabetizing" Lesson55 "Dictionary Definitions" Lesson56 "Dictionary Guide Words" Lesson57 "Dictionary, Diacritical Marks" Lesson59 "Encyclopedia Guide Words" Lesson60 "Encyclopedia Index" Lesson61 "Encyclopedia, Key Topics" Lessons 62-66 "Maps, Globes, Diagrams, Graphs, Models"	Workbook exerxises Game Masters Masters / Transparencies Teacher lesson plans for instruction, worksheets, assessments
Preparing Research Reports and Projects	Learn How to Study - Chapter 11 "Making a Report" Learning Center - Writing Research Reports The Capsule Report The Specialty Report Organization Skills	Workbook exercises Guidelines and instructions for preparing content area and special interest reports Workbook exercises

STUDY SKILLS / STUDY HABITS COURSE OUTLINE for students

1) Keeping a Notebook and an Assignment Book

2) Making a Schedule for Study at Home

3) How to Get and Retain Information from Reading: Outlining Main Ideas and Important Details

4) How to Get Information in Class: Taking Notes

5) How to Study: SQ3R Method

6) Reference Skills

7) Doing Reports

PROCEDURES FOR RECORD - KEEPING AND MONITORING OF PUPIL PROGRESS

Student progress is monitored, but no grade is assigned to the course. The Remedial Specialist working with the students uses the Study Skills/Study Habits Pupil Progress Checklist and Summary, which outlines the course objectives, to check off where each child is in the program, and skills evidenced. This same form is completed by the Remedial Specialist and becomes part of the child's permanent reading record. The following chart delineates the evaluation procedures and instruments to assess each child's attainment of the program objectives.

Objective	Assessment Procedure
1) Keeping notebook, assignment book	Remedial Specialist's observation
2) Establishing a home-study schedule	Remedial Specialist's observation; parent reports
ng	Remedial Specialist's check of outline of content area textbooks
4) Note-Taking	Remedial Specialist's check of notes taken in a content area class attended by the Remedial Specialist; performance on Curriculum Assoc. 30 Lessons in Note-taking
5) SQ3R	Student outline describing in his/her own words the steps of the method; Remedial Specialist's observation of the student's application of the method to content area reading material; questions written, answers located
6) Reference Skills	Power Reading Student Assessments; performance on worksheets from Reference Tools and Study Skills and Reference Skills masters sets

Objective	Assessment Procedure
7) Research Reports	Completion of a project assigned in a content area class using the steps learned in Curriculum Assos. Writing Research Reports
8) Improvement of content area grades	Check by Remedial Specialist of student's report card grades each term, including effort and conduct grades

Classroom teachers receive from each participant several of the following forms which they can use to inform the Remedial Specialist of a student's failure to satisfactorily complete homework assignments. The Remedial Specialist then sees that the child completes the assignment and, if necessary, reviews the child's home study schedule with him/ her and the parents.

_____ did not complete a homework
(Name of student)
assignment given him/her.
Comments:

_____ _____
(Teacher's signature) (Date)

REMEDIAL STUDY SKILLS / STUDY HABITS PROGRAM
PUPIL PROGRESS CHECKLIST AND SUMMARY

Name:_____ Sex:_____ Grade:____ Age:_____
School:_____ Town/State _____
Length of time in program:_____Attendance: good fair poor
(circle one)

Specific help given / skills covered:

_____ Keeping a notebook and assignment book, organized and up-to-date
_____ Making and using a schedule for study at home
_____ Outlining and taking notes in reading material from the content areas
_____ Taking notes in class
_____ SQ3R study method
_____ Reference skills:
  _____Dictionary _____Glossary
  _____Encyclopedia _____Card Catalog
  _____Index _____Atlas
  _____Table of Contents
_____ Doing research reports and projects
_____ Academic support and monitoring of classroom performance

Materials used:

_____ Learn How To Study Workbook(S R A)
_____ Intermediate Learning Center(Curriculum Associates)
_____ Using The Encyclopedia game(Learnco)
_____ Reference Tools and Study Skills masters(Mod. Curr. Press)
_____ Scope Visuals - Reference Skills(Scholastic)
_____ Power Reading System(Winston Press)

Evaluation of Pupil Performance on Objectives, Recommendations for Pupil:

_____ _____
Teacher's signature Date (month day year)

The following evaluation plan has been established for the Remedial Study Skills / Study Habits Program at the Middle School, Lunenburg, Massachusetts.

FORMATIVE EVALUATION

Implementation Phase evaluation is conducted through:

1) Observation by the Reading Specialist of the Remedial Specialist and check of Pupil Progress Checklist and Summary forms to determine if the program design is being adhered to.
2) Evaluation by the Reading Specialist of the Remedial Specialist's lesson plans for each topic/objective to determine if sound practices are being followed, or if in-service guidance is is needed.
3) Informal observation of and discussion with the Remedial Specialist to evaluate materials for quality and quantity.
4) Student judgements of the effe tiveness of the program and of classroom climate on an 8 item student questionnaire.

Progress Evaluation as part of Program Evaluation is conducted through the procedures outlined on page 8 and 9 of the Program Design, Procedures for Record-Keeping and monitoring Pupil Progress. Data to be gathered includes:

1) Number of students who complete the entire program as outlined
2) Performance of students in meeting objectives as described on page 8 of the Program Design, Assessment Procedures for attainment of Program Objectives:
   _____ # of students who attain each objective
3) Percentage of students in the program who evidence improved capacity to perform satisfactorily in academic areas as measured by improvement of report card grades each marking period and at the end of the school year:
   _____ % who improve from a failing to a passing grade in 1 subject
   _____ % who improve from a failing to a passing grade in 2 or more subjects
   _____ % who improve in the study habits behaviors of Effort and Conduct according to the following weight schedule:

5 academic subjects, with 1 grade each for effort and 1 for conduct = total of 10 study habits behavior grades. Improvement from an unsatisfactory to a satisfactory grade in any one of these grades would equal a 10% improvement for that child. Data is reported as:

% of Participants who improved:										
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%

Table 1

Percentage of Participants whose Conduct and Effort grades were satisfactory at the outset and remained satisfactory: _____

% of Participants whose grades in Conduct and Effort worsened: (satisfactory to unsatisfactory)										
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%

Table 2

OUTCOME EVALUATION

Judgement of the success of the year-long Study Skills / Study Habits remedial program when it is concluded will be based on:

1) Content area report card grade improvement as outlined under Progress Evaluation in the Program Design. The goal of passing academic performance (a grade of D or better) in all 5 content subjects for all students is set. The percentage of participants attaining this goal will be reported.
2) Percentage of participants who have maintained passing academic performance in all 5 content subjects at the end of the next school year. Data will report the percentage of participants with 5 passing final grades at the end of 1979 and the percentage of these same students with 5 passing final grades at the end of the 1980 year.
3) Comparison: Percentage of children who would have been selected for the program if it existed last year (1977-1978) (see selection criteria in Program Design) who at the end of 1978 were passing all 5 academic subjects with percentage of children who participated in program during 1978-1979 who at the end of 1979 are passing all 5 academic subjects. If a significantly greater number of failing students who participate in the program than of failing students who did not participate in a program attain passing academic standing, the program will be considered to have effected this increase in percentage of passing students. Data will be reported under the following table headings:

# Of Students Who Would Have Been Selected Had The Program Existed For 1977-1978	# Of These Students Attaining 5 Passing Academic Grades At The End Of The 1978 Year	% Of These Students Who Attained Academic Success With No Intervening Remedial Program (5 Passing Grades)

Table 1

# Of Students Who Participated In The New Program In 1978-1979	# Of These Students Attaining 5 Passing Academic Grades At The End Of The 1979 Year	% Of These Students Who Attained Academic Success After 1 Year In The New Program (5 Passing Grades)

Table 2

4) Parent perception of the effectiveness of the program as measured on a 4 item questionnaire.*

5) Teacher perception of the effectiveness of the program as measured on a 7 item questionnaire. *

* These two instruments will provide information for adjustments needed in the program design and in procedures to make parents aware of the program design.

Cost Analysis will compare the cost of approximately 4 hours/week instruction time by the Remedial Specialist and of materials purchased with the percentage of students for whom the program is effective to determine whether or not to continue to offer this service through the Remedial Services portion of the Reading Department budget. Alternative methods of meeting the needs of the selected students which may be explored if the Study Skills/Study Habits program in question is not effective for a sufficient number of students will include:

1) A program in study habits and classroom behavior to be designed and conducted by the Guidance Department, with emphasis on study habits and behavior rather than study skills.

2) Adjustments in the class size, materials, lesson plans, teaching techniques employed in the Remedial Study Skills/ Study Habits Program.

3) A preventive program of corrective instruction in study skills to be incorporated into the developmental reading programs at the elementary level in grade 5 and at the middle school level in grade 6.

PARENT QUESTIONNAIRE ITEMS - REMEDIAL STUDY SKILLS / STUDY HABITS PROGRAM

1. Concerning the services in remedial study skills / study habits, do you feel your child has benefitted in the following areas? Please check the appropriate item for each category.

	Yes, very much	Yes, somewhat	No change	Somewhat Worse	Much Worse
School Grades					
Motivation Towards School Work					
Study Behavior At Home					
Attitude Toward School					

2. How much change have you noticed with regard to your child's school achievement?

_____Much improvement _____some improvement _____No change
_____Some regression _____Much regression _____Cannot judge

3. How much change have you noted regarding your child's attitude toward school? (check any you feel apply)

_____ Much more positive
_____ Somewhat more positive
_____ No change
_____ Somewhat worse
_____ Much worse
_____Feels more successful
_____Feels less successful
_____Cannot judge

4. Please feel free to make comments regarding the Remedial Study Skills / Study Habits program. Include what you consider strong points, needed changes, and effects on your child.

Thank you for your cooperation in helping assess the effectiveness of this program.

TEACHER QUESTIONNAIRE ITEMS - REMEDIAL STUDY SKILLS / STUDY HABITS PROGRAM

1. Concerning the services in remedial study skills/study habits, do you feel your students have benefitted in the following areas?

	Yes, very much	Yes, somewhat	No change	Somewhat worse	Much worse
Motivation					
Classroom Behavior					
School Achievement					

2. How do you assess the amount of time that your students are seeing the Remedial Specialist?

_____Much too much _____Too much _____About right

_____Too little _____Cannot judge

3. How well do you think the Remedial Specialist communicated with you regarding his/her services to your students?

_____Adequately _____Inadequately

4. How much change have your students who participated in the remedial program demonstrated in study skills?

_____Much improvement _____Some improvement _____No change

_____Regression _____Much regression

5. What is your overall reaction to the Remedial Study Skills/Study Habits Program?

_____Very beneficial _____Somewhat beneficial _____No change

_____Slightly disruptive _____Harmful and disruptive

6. If you have received reactions from parents of students in the program, check the appropriate item below.

_____Very positive _____Positive _____Neutral

_____Negative _____Very Negative

7. Comments on program strengths, weaknesses, suggested changes.

PUPIL QUESTIONNAIRE ITEMS - REMEDIAL STUDY SKILLS/STUDY HABITS PROGRAM

1. The Study Skills/Study Habits classes have helped me very much_____ somewhat_____ not at all_____.

2. I am studying ( ) more than ever.
( ) about the same amount.
( ) less than before .

3. I feel that my work in my classes has ( ) improved greatly.
( ) improved somewhat.
( ) not improved.
( ) gotten worse.

4. I still have trouble with ( ) keeping a notebook.
( ) keeping an assignment book.
( ) scheduling time for homework.
( ) outlining.
( ) taking notes in class.
( ) using references:
_____
_____
( ) doing research reports.

5. The materials that have helped me the most are
( ) Learning Center workbooks
( ) Learning Center Outlining Kits
( ) Learn How To Study workbook
( ) Using The Encyclopedia game
( ) Power Reading lessons with the teacher
( ) The Capsule Report ( ) The Specialty Report

6. I feel that I am doing as well as I would like to in school
____Yes ____No

7. I would like to continue receiving extra help with studying
____Yes ____No

8. What could be done to make the Study Skills/Study Habits class more helpful to you?

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